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ABSTRACT

This conference proceedings provides a summary of presentations on five academic advising issues of concern to Pennsylvania's community colleges. The first topic addressed during the conference was "Models of Academic Advising." The presentation by Richard A. Kratz, Preston Pulliams, John Hariston, Dolores Hill, and Sharon Gavin described four academic advising delivery systems, representing centralized, decentralized, and mixed models of organization. Next, Charles M. Quinn discussed "The Philosophical Role of Advising in the Access/Quality Paradox," emphasizing the role of the academic advisor in helping students face deficits in their preparation for college. In the third session, Ross Ann Craig and William J. Martin described "Computer Support for the Advising Function," focusing on the student information systems in place at Delaware County Community College and Williamsport Area Community College. Next, Richard J. Robertson examined "Advisor Staff Development, Compensation and Evaluation," highlighting the stability of training and compensation within Pennsylvania's community colleges and practices and concerns related to evaluation. Finally, William J. Martin discussed "The Role of Academic Advising in Student Development," including practices related to the academic, personal, and career development of students. (AAC)

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ACADEMIC ADVISING ISSUES

IN

PENNSYLVANIA'S COMMUNITY COLLEGES

A Summary of the Proceedings

of the

Conference on Academic Advising

in

Pennsylvania's Community Colleges

March 26 & 27, 1987, at
The Williamsport Area Community College
Williamsport, PA

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INTRODUCTION

The issue of academic advising has assumed sufficient importance among Pennsylvania's community colleges to be a major agenda item in virtually every student affairs office. The results of a survey of chief student affairs officers indicated a high level of interest in a conference which would afford each college the opportunity to share concerns in the area of academic advising and learn about approaches taken by other institutions. It also identified the issues of concern which eventually comprised the agenda.

Pursuant to this, a planning group representing Butler County Community College, Delaware County Community College, Westmoreland County Community College and Williamsport Area Community College was formed to oversee the sponsorship of such a conference. After two meetings and the addition of Community College of Beaver County to the planning group, several procedural and substantive issues emerged which were incorporated into the conference planning and operation. These include the following:

1. The conference program should optimize the chances for participant questions and discussions. Time for this interaction was built into each session. Presenters were informed to limit their presentations to ten or fifteen minutes. Each session was assigned a coordinator from the planning group to facilitate discussion

2. Each college sent a team to the conference which represented the diverse campus constituencies involved with the advising function in that location. Teams representing only student affairs were avoided unless the advising function was vested exclusively in that area.

3. The planning group committed to produce a report summarizing the findings of the conference. This should be available to all participants and receive the widest possible circulation external to the group.

4. To enhance overall interest and participation, eleven colleges were solicited to participate in the formal presentation associated with at least one of the sessions. Each session was conducted by a panel representing different institutions.

5. As Pennsylvania community colleges operate autonomously rather than as a system, most of the conferees would not be acquainted with one another. Therefore, opportunities for networking would be optimized. The conference represented the first ever gathering of the diverse groups from each campus who administered the advisement function.

6. To ensure optimum participation, costs would be kept to a minimum.

ISSUES

Based upon the results of the survey on academic advising, five issues were selected by the planning group as appropriate subject matter for the conference. One session was devoted to each of these issues. These include the following topical descriptions from the conference promotional brochure:

1. Models of Academic Advising

Coordinator: Mr. Gerard Sheridan, Dean of Students
Participants: Westmoreland County Community College
Bucks County Community College
Community College of Philadelphia
Northampton County Area Community College

This session will begin with an overview of the various accepted model delivery systems for the academic advising function (faculty based, center, etc.). The persons selected to present this session will also describe the advising system structure at their institution, advantages, disadvantages, new directions for their college and any special features of their delivery system. Persons attending the session will also have the opportunity to describe the advising system at their respective institutions and ask questions of other colleges. The objective of this session is to give each participant an understanding of the types of delivery systems for advisement, the distribution of these types across the state and the opportunity to network with other colleagues who operate systems with features attractive to the participant.

2. The Philosophical Role of Advising in the Access/Quality Paradox

Coordinator: Dr. Charles Quinn, Vice President for Student Services
Participants: Community College of Beaver County
Bucks County Community College
Community College of Allegheny

This session will address the question of the mission and philosophy of the community college as it pertains to questions of access. The "open-door" posture of many colleges is being altered by entrance requirements and tests which would deny access to persons who failed to demonstrate ability to perform at an appropriate level. Restricted admission places preconditions on the acceptance of a student in the interest of program quality. Colleges across the state are employing these devices in an attempt to deal with students who are perceived to be underprepared for college work. Other institutions seek to maintain the "open-door."

This session will consist of brief presentations by colleges which have imposed admission restrictions of some sort. A moderated discussion of presenters and participants will follow. The session will focus not so much on the appropriateness of one or another philosophical position, but on the role of the advisor who operates with students under any of the systems. The objective of the session will be to give the participants an overview of different admission systems and afford them the chance to engage in discussion of issues facing the academic advisor within each. Emphasis will be placed on the acquisition of coping strategies appropriate to the system under which each participant operates.

3. Computer Support For the Advising Function

Coordinator: Dr. Ross Ann Craig, Dean of Students
Participants: Delaware County Community College
Westmoreland County Community College
Williamsport Area Community College

This session will provide demonstrations of computerized support devices for advising. Components will include degree audit systems, on-line scheduling systems, and student tracking systems. The exact format of the session will depend upon the hardware availability and system compatibility. Ideally each computer-assisted advising package could be demonstrated to the participants. If system incompatibility makes this impossible, then hardcopy handouts which demonstrate the operation of the system will be employed by the presenting colleges to supplement the oral presentations.

The objective of this session will be to allow participants to investigate computer-assisted advising systems and establish a contact network which would enhance the opportunities for system development at the home campus.

4. Advisor Staff Development, Compensation and Evaluation

Coordinator: Dr. Richard J. Robertson, Dean of Students
Participants: Butler County Community College
Community College of Beaver County
Reading Area Community College

In order to improve the operation of academic advisors, colleges increasingly face the administrative issues related to training those advisors who are not trained student personnel professionals. Compensation for enhanced advisor services, in both union and nonunion settings, is a major concern in an era of limited resources and declining enrollments. The evaluation component provides the feedback needed to allow the system to make continued progress and to ensure that quality services are available to all students.

Pennsylvania's community colleges have addressed one or more of these related issues in a variety of ways. The session will feature a structured presentation from a representative sample of colleges discussing procedures related to staff development, compensation and evaluation of academic advisors. The session will also permit participants to discuss these practices at their institutions and ask questions of other institutional representatives.

The objective of this session is to acquaint the participants with staff development, evaluation, and compensation systems for academic advisors. The participants will discuss the evaluative as well as the mechanical components of these practices.

5. The Role of Academic Advising in Student Development

Coordinator: Dr. William J. Martin, Dean of Student Services
Participants: Williamsport Area Community College
Luzerne County Community College

Advising of students can extend far beyond the simple generation of a schedule. Current practice places the academic advisor in a variety of roles that can impact the academic, personal, and career dimensions of the student as well as the way in which they address the bureaucratic aspects of their education. Various aspects of this developmental or holistic approach to academic advising are in practice at colleges across Pennsylvania. This session will present the opportunity for educators to discuss developmental advising as a concept and share practices associated with its successful implementation.

A panel presentation will feature developmental advising practices on selected campuses. Ample time for exploration of additional practices familiar to the participants and discussion of the current status of developmental advising in community colleges will be provided.

The objective of the session is to familiarize participants with practices associated with developmental advising in Pennsylvania's community colleges and to afford them the opportunity to network with colleagues relative to these practices.

CONFERENCE OVERVIEW

As planned, fifty-six educators representing thirteen of Pennsylvania's fourteen community colleges met on the campus of The Williamsport Area Community College to discuss issues related to the advisement function at their respective institutions. The major goal of the conference, to create an atmosphere of information and idea exchange, set the tone and the sessions were much more like participatory meetings than typical conference presentations.

The conference operated under the organizational direction of Williamsport's Center for Business and Industrial Advancement and employed the facilities of the College's Professional Development Center. The sessions were recorded to assist the planning group in preparing accounts of the proceedings. As included herein, these proceedings represent an assessment of the status and future direction of the advisement function on the campuses of Pennsylvania's community colleges.

SESSION I

MODELS OF ACADEMIC ADVISING

Mr. Gerard T. Sheridan, Dean of Students
Westmoreland County Community College

The fourteen community colleges across the State of Pennsylvania demonstrate a variety of different service delivery mechanisms for the process of academic advising. Colleges reported advising systems that range across a continuum from totally decentralized to completely centralized. Needless to say, a variety of representatives were found between these polarized positions. As opposed to a brief survey of the fourteen, the delivery systems of four of the institutions are presented in somewhat more detail in order to provide an overview, not of the fourteen community colleges as a whole, but of representative institutions within the fourteen. Included among the four are Bucks County Community College, a decentralized system, Northampton County Community College, a centralized system, and Community College of Philadelphia and Williamsport Area Community College, which have combination systems. In identifying these service delivery models, each college was asked to specify how student scheduled processing took place and what additional advising services were available on an ongoing basis to students.

BUCKS COUNTY COMMUNITY COLLEGE

Bucks County Community College has an enrollment of 9,200 students (60 percent female, 40 percent male - 70 percent part-time, 30 percent full-time). Academic advising does not come under the auspices of Student Services area at Bucks, but rather, as part of the union contract, faculty are responsible for academic advising.

Background

For several years the college had an Advisement Center staffed by volunteers; however, that model did not work. Bucks has tried several other systems, but the decentralized model seems to work best. Faculty and counselors are working together in the Career Development Center to provide academic advising as a continual process.

A proposal for adding an advising specialist and a coordinator of academic advising came through the college committee system, but was rejected by the president; the committee then went to the Board of Trustees which approved the new positions.

The proposal, as approved by the Board, went into effect the 1986-87 academic year. Since that time Bucks has been involved with preliminary advising, thus are spending more time with students in assessment, meetings, and counseling prior to their registration. Counselors contact every

applicant (part-time and full-time, day and evening) and invite them in for a half-hour session to talk about their goals, their objectives for entering Bucks, and methods to ease the transition to higher education. Bucks County Community College is made up of predominantly first-generation college students. As a result, most of these students have no idea of what college is all about. This system seems to be working. Students are now more at ease because they are better prepared for college life.

One of the keys to a successful advising system is a proper assessment program. Bucks requires all first-time, full-time students to sit for a writing sample, Nelson-Denny Reading Test, and a math placement test. Bucks County Community College requires all part-time students to be assessed by the time they reach their 16th credit, something the staff feels is imperative if they are going to do a good job of advising.

The Current Model

Students who apply, and are officially accepted, pay a deposit and are invited to an all-day (seven-hour) program beginning at 8 a.m. A unique feature of this program is that the college invites all parents or spouses to demonstrate that advising, registration, and orientation is extremely important. The guests enjoy it as sixty-three percent of the spouses and parents come to the program.

After the students arrives on campus, they are welcomed by the president and deans. Students then go into testing while parents meet with the deans.

At 11 a.m. the testing is over. The students, parents and spouses are brought back together again according to their major. They meet the faculty and the department chair of their major areas. They are given a tour of the facility and an orientation to that department to discuss many things that relate directly to their major. The major college orientation is done two days before the beginning of the semester, because students at the time of testing are more interested in test scores, scheduling, and talking to their advisor. The departmental orientation takes approximately forty-five minutes with a break for lunch with the faculty, the president, administration, and deans. At approximately 1 p.m., they regroup. At this time, they hand out the results of the testing program to the students and the advisors. The results are explained on the printout. The writing samples are not graded at this point.

They break into a general advising session; advisors and faculty talk to students about not overloading, carrying too many credits combined with too many work hours. They talk to them about not scheduling classes back to back to back and tell them where they might get help if they need it.

They then break into individual advising sessions where the student has a fifteen to twenty minute session with the faculty member to select the classes for that given semester. Counselors are available at that time for whatever troubleshooting that might be necessary. The Transfer Office is kept open in the event there is a question regarding whether or not a course is transferable. They can send the student over to the terminal to see if a course is compatible with a course at the transfer college.

Parents Orientation

While the students are being tested, a session is held with the parents. At these sessions they seek the support of the parents in working with the students. They tell them things will be different at home; there are times the student will have to be left alone. He/she may not be able to do as much work around the house. Their education is extremely important and they would like the parents to help them obtain the goals for which they have enrolled at Bucks County Community College.

They have a panel composed of students (handpicked by the college) who have done well academically. The college officials leave the room and let the parents talk to these students about their experiences at Bucks--the good and the bad. Parents ask them all kinds of questions from what drug problems exist on campus to how difficult is it, and also where are you going after Bucks. The parents and students like it very much, and in most cases, officials have to cut short these discussions.

The program also covers financing their education. Staff from the Career Development Center, the Tutoring Lab, Mathematics Lab, and Reading Clinics talk to the parents. At 11 a.m. the parents and students are brought back together and from this point on the parents are with the students. Students who already have a bachelor's degree or master's degree, are advised by counselors. They can go through the orientation if they want, but it is not necessary. Returning students, as well as new students, are required to see a faculty advisor.

Returning students are given registration materials including a program of study audit, which has helped immeasurably with advising. These forms can be as long as thirteen pages, especially if the student has completed few credits. The graduation audit contains the student's scores from the reading, writing, and mathematics tests, all courses the student has completed and/or transferred. It matches courses completed with degree requirements. It also lists available course options for degree completion. With the audit, the advisor and the student know exactly what courses have to be taken, and they can discuss when to take them.

The student does not receive a program of study audit until completion of fifteen credits with Bucks. The audit is 95 percent accurate; they use it for the graduation audit. The college makes the student aware that the ultimate choice and responsibility for selecting courses is in the hands of the student.

Traveling Registration

Traveling registration serves 2,000 students each year. Advisors from each academic department staff traveling registration at malls and shopping centers for part-time enrollment only. They are assisted by part-time advising specialists.

Traveling registration at the malls is not computer supported. Bucks is investigating the possibility of on-line scheduling, but at this point the expense is prohibitive. Bucks has been successful with this method of

registration, but it has not been well received by some of the academic departments. Concerns have been raised regarding image, privacy and the fact that the setting is not conducive to sound advising.

Advising specialists staff walk-in registration in order to test new students. Within 20 minutes after testing, the student has the results and can meet with an advisor to map out a program of study.

The advising specialists have the responsibility of designing staff development activities for faculty. They also work to increase faculty involvement with advising and handle routine advisement communication.

Plans For the Future

Bucks is examining the success rate of students who register at certain times and the role that advisement plays in that process. They are also investigating touch tone registration and some methods to better advise mail-in or traveling registrants.

NORTHAMPTON COUNTY COMMUNITY COLLEGE

The new academic advising program at Northampton County Community College has been in effect since June, 1986. It is a centralized advising approach; there is an Academic Advising Center administered by the Student Affairs area with one full-time position concerned primarily with academic advising and the coordination of that center. The faculty, including counseling staff, and administrators advise also.

Background

In the past Northampton has had problems with academic advising. In the past ten years, there have been many administrators in charge and multiple approaches to advising. During this time, there was serious study of advising problems. Three years ago, the College began a serious retention effort and initiated a task force to study the problem. The task force looked at several things, among them was academic advising. In 1985, training programs for academic advisors were developed and the College sought to look at the system as a whole, talk with faculty, students, visit other schools, and make recommendations that might be implemented at Northampton to improve academic advising. The following were preconditions of the investigation:

1. Advising had to involve faculty because it is a negotiated responsibility of the faculty.

2. It had to be administratively effective and efficient.

3. It had to be a system where students could opt out if they so desired.

4. The system had to strengthen the overall quality of advising so that advising could transcend scheduling to include career exploration, academic planning: a system whereby an advisor could be a mentor.

Four areas comprised the advising problems at the college.

Decentralization: Decentralization was really a problem--four different administrators organized academic advising. Students did not know where to go to get answers and inconsistency developed.

Lack of Consistency: Procedures lacked consistency and timetables were different. In some cases, students were not notified of their advisor assignment.

Advisor Accessibility: Many times students would look for a faculty member and not be able to find them to answer questions or schedule classes. The accessibility issue was a problem. Some faculty were not interested, and in some cases, advisors who did not want to advise or failed to put the energy into learning policies they did not want to operate. They cared little for affairs beyond their programs. Some advisors did not feel that advising was their job.

Disinterested Student: Some students were disinterested for any number of reasons. For example, evening students who knew what they wanted to take were registered for just a few courses.

The Current Model

Northampton proposed a centralized Advising Center which included the Counseling Center, Career Planning and Placement areas. It is administered by the Student Development Department within the Student Affairs Division. The center is coordinated by a full-time academic advising coordinator who is responsible for advising students, assigning advisees and disseminating information to advisors. This person confers with counselors and faculty and coordinates activities with the Records Office and the Computer Center. Specific outreach activities and follow-up with special populations (students on academic probation and students who are defined as remedial as a result of placement testing) also comprise the job responsibilities. There was a priority to make the center very visible on campus.

Some of the advantages of the centralized model at Northampton are:

1. Students now get consistent answers. Regular and consisent timetables and procedures are the same for all students.

2. Advising is now integrated with other support services. Advisors act as a referral source for faculty who are unavailable or require assistance in intervention activities.

3. The system is accessible. The academic advising coordinator and the student development staff are now available year round. Under the old system, with teaching faculty on nine-month contracts, summer advisement could not occur. With the new system, counselors and academic advisors are available year round including evening.

4. Students get even better information. The center can accommodate students' schedules. Many students who are part-time and/or work, lack flexibility. Now they can make appointments or drop-in for assistance.

5. Students now have an alternative if they have a problem with their faculty advisor. They use the services of the Advising Center staff.

6. Before the Advising Center concept, follow-up on mid-term warnings, probation students, and remedial students lacked coordination. No special programs existed to serve these populations. The Advisement Center now offers remedial activities for these students.

7. The center has established a formal advisor for training and dissemination of advisement information.

The center assigns an advisor to all day students while evening students must request an advisor. All students may self-advise except those on academic probation or identified as remedial.

There is a space on the registration form where students can sign that they have self-advised, thus assuming responsibility for their schedule and program validity.

There are several disadvantages to the system. In some cases, faculty and academic deans no longer buy into the system. Some use the Center as an excuse to advise poorly or remain inaccessible to students. No evaluation of individual advisors is in place at this time.

The Advising Process

Returning students have the option of early registration (April-May for fall and November-December for the spring). Unfortunately, not enough students use that time. When they register late, they sometimes have the option of coming in to the advising center in January prior to spring and in August prior to fall semester. Not all do, and unfortunately, many register very late during arena registration thus failing to use the Center as a resource.

For new students, there are division and orientation days which include advisement orientation to the college, a tour and a mini informational session. One week of division/orientation days is held in June and a second in July. Registration is held in the advising center throughout the summer for those students who did not attend one of the two-week sessions. Students meet with a counseling staff member who will advise them about their program, talk about the college, and try to provide them a mini orientation session. Finally, for those who wait until the last minute, they can be advised during arena registration.

Advisors are assigned as students schedule and a week or two after registration, they receive a card with their advisor's name and when he/she can be reached. The assignment process takes place throughout the summer.

Advisors are normally assigned by program, but in special cases they do target special faculty advisors. For example, ESL students are assigned to the ESL instructors and remedial students are assigned to faculty who teach those courses.

The Advising Center at Northampton is viable and has been an effective and a necessary option for students. Administratively, it has been very effective and continues to improve. Workable relationship with key offices such as Records Office, Computer Center and Admissions have developed.

Plans For the Immediate Future

One need is to continue staff training so that faculty and administration are better equipped to perform advising in a developmental sense. There is also a need to increase visibility to all students, day and evening, because it is a new concept. That is a public relations task, and it is an area which requires more emphasis. Northampton is working to improve the summer division and orientation days and the handling of handling new students. In addition, they need to expand the training beyond informational type things; they need to make people more comfortable in their communication with students when they are advising them. This includes counseling skills for non-counselors to make advising more than just a clerical function. Finally, they plan to offer student workshops, in conjunction with counseling area, in the basic skills lab so that high-risk students will have a better chance to succeed at the college.

COMMUNITY COLLEGE OF PHILADELPHIA

Background

Advisement at the Community College of Philadelphia is a shared responsibility of Academic Affairs and Student Affairs. Philadelphia has a headcount of approximately 20,000 students representing over 12,000 FTE's. In addition, the Center City campus, they have 43 community sites throughout the city. Most of their students are part-time (52 percent on campus; 95 percent at community service sites). The median age at the main campus is 24; off-campus, 29 years of age. About 59 percent of the student body is female; a large proportion of the student body could be identified as minority (48 percent Black, three percent Oriental, four percent Hispanic.)

Three additional profile notes affect the advising process:

1. Most of the students who enter CCP are from low-income families and, in many cases, are first generation college students with little experience in an academic setting beyond high school.

2. About 80 percent of the students who study full-time are on financial aid, with median family incomes from $15,000 to $18,000 per year.

3. Recent test scores indicate that 40 percent of those entering full-time students require remediation.

Consequently, they have a large need for intense academic advising.

The Current Model

To provide a comprehensive, integrated information system for their students, the Community College of Philadelphia recognized the importance of frequent, continued academic advising contact with as many students as possible in order to provide direction. As an operational goal, it was vital that every student should interact each semester with an academic advisor during registration.

Mandatory testing for all students was implemented two years ago. Two departments provide these services; a Counseling Department with 19 full-time counselors who are also members of the faculty and the Advising Center with 70 part-time faculty advisors and two paraprofessionals. The academic advising system is a student-flow model indicating the continuous interaction between students and advising.

New Students

The director of counseling is responsible for academic advising of all new students. With the initiation of the application for admission, which takes two to four weeks to process, the student is first sent a letter of acknowledgment telling them the application is being processed. During that two to four week period, the student will be invited for placement testing.

When the students arrive for placement testing, informational material is gathered via the student goal questionnaire. This questionnaire came about because of concerns regarding why students come to Community College of Philadelphia, how long they intend to stay, and, if they stop out, what are their reasons. At this point, the students get into the actual assessment part of the placement testing and in that regard they are given a reading, writing and math test. Both the writing and math tests were developed in-house. For the reading test they use the Reading Test of Basic Skills.

As part of the assessment, the Admissions Office sorts the applications into several groups including: regular students (ready for college-level work), students who test into in remedial levels, and those students who test into advanced programs, for example, the Honors program. There are a number of options students can take at this point. If a student tests at the remedial level, that student must take remedial programming or the student cannot attend Community College of Philadelphia. Students who test at the remedial levels are referred to a number of programs to deal with the remediation, and in that referral they are separated from the regular group.

There are 13 counselors working out of the primary counseling center and they see and register regular (college-level) students. There are six counselors assigned to special programs, two counselors assigned to the Community Services Division (they work outside the main campus).

Students who test into regular programming are invited back another day for orientation and registration. When those students come in, they are given a group orientation by a counselor with the aid of a slide/tape

presentation. There is general information concerning survival skills, flexibility in scheduling, curriculum, program choices, support services, fees, academic/progress regulations, etc. The program takes approximately thirty minutes.

Each student then has an opportunity to meet individually with a member of the counseling staff. They interpret the placement test to the student, explain what it means, and then talk to the student about their goals and educational aspirations. At that point, they move into the actual selection of courses. The student is then sent with the registration form to the registration office and the courses are reserved. They then move to the Financial Aid Office, if appropriate or go to the cashier.

The Counseling Department also deals with individual counseling for drop-ins and all students on academic probation. They are the only group on campus directly tied into the FTE count. There is one counselor for every 450 FTE's on main campus and one counselor for every 750 FTE's for community services.

Returning Students

Community College of Philadelphia has an Advising Center with a full-time coordinator, three clerical specialists, 15 work study students, and two full-time advisors of paraprofessional rank. The proposal was written justifying two full-time advisors so students could receive services at all times. Registration begins during the fifth week of classes and is continuous.

In addition to the full-time advisors who work primarily with undeclared students, Community College of Philadelphia have seventy faculty advisors. The faculty's primary responsibility is teaching, so they advise on an overload basis. The College has been able to select the better faculty advisors because they are compensated.

The faculty work with students who have declared majors so that electronics faculty advise electronics students. The faculty advisors do not advise out of the Advising Center, but work in their own offices. A staff development program for advisors is provided at the beginning of each semester.

The majority of registration is done during a ten-week period. Students are sent postcards asking them to come to the Advising Center to make an appointment with their advisors. At that time, the student is given a worksheet which is intended to help them plan for the advising process. and induces their involvement.

Computer assistance for advisors is provided through a graduation evaluation sheet. There is a menu for advisors--the advisors can access transcripts, placement information, current roster, etc. They can get the graduation evaluation printed for the advisor, if desired. In addition to the computer assistance, they give the advisor and student a copy of the

student's transcript. Unfortunately, the faculty do not have computer terminals in their offices. There are four terminals in the Advising Center, and terminals in the division offices.

At the two regional centers, faculty advisors and two counselors are assigned during heavy registration periods. Registration starts at the regional centers after registration at the main campus. Because of the new advisement/counseling system, 70 percent of students register early. Instead of having all 350 faculty work, they have a cadre of five well-trained faculty representing each division.

Future Plans

Within the system there are some problems and challenges to face and they are as follows:

1. There is a problem with the number of students they process (long lines at the cashier, etc.). They want to approach that by doing more pre-advising and pre-registration.

2. He feels students need better interaction with counseling and advising system.

Because of the lack of terminals, hard copy/student folders must be sent several places and can get lost, sometimes people do not have the information they need when advising students.

At the beginning of last year, Philadelphia received a Title III grant to purchase more hardware. They need a physical structure where they could advise, counsel, test all in one place and are proposing a construction project which would impact the cashier's office and business office. Philadelphia has found that the more information they can get on a student, the better they can help the student make good educational decisions. They are looking for a better way to package the information for staff.

THE WILLIAMSPORT AREA COMMUNITY COLLEGE

Background

The Williamsport Area Community College has a combination advisement system. The delivery of advising services is coordinated through the office of Advisement and Career Services. The four professional counselors and a counselor director comprise the staff of this facility. With the help of specially trained faculty and representatives from other key offices throughout the institution, the Advisement and Career Services Center controls the intake process for new students.

New Students

Beginning in April, test/advise/schedule sessions are conducted for all new students. During these sessions, students have the opportunity to take placement tests, receive an orientation to the college, tour the division,

meet with their advisor and prepare a schedule. In addition, they can make financial aid or housing arrangements, complete appropriate forms for the Student Health Office and purchase a meal plan. The process requires a full day and includes a special orientation session for parents or spouses.

The advisors are assigned to new students based upon the results of their placement test. Students who are deficient in two or more areas, as identified by the reading, writing, mathematics placement tests, are assigned a College counselor who will act as their advisor until such time as all deficiencies are remediated.

All other students are assigned a regular faculty member within their department or division to act as an academic advisor. These faculty members are responsible for seeing to student scheduling and appropriate program completion. They are supplemented in their role as advisor by one of the four college counselors on a division assignment basis. These counselors, in addition to advising deficient new students, act as referral sources for returning students.

In order to provide appropriate services, special advisors have undergone training coordinated through the Advisement and Career Services Center. These faculty members have become very familiar with the requirements of the institution and the specific nuances of programs in their area. Through the assistance of college counselors and other personnel, they are in a position to assist students in all facets of their academic and career planning. They have received special training in dealing with new students.

Other faculty members have been upgraded through the use of a monthly newsletter, the Advisement/Advisor. In addition, the Advisement Center has developed the faculty manual which is an important resource tool for academic advisors. Finally, a number of staff development sessions have been schedule with faculty members in order to upgrade advisement services from schedule preparation to student development.

Other Advisement Procedures

During the academic year, the Advisement Center provides specialized student development seminars for all student in such important areas as adjustment to college life, job search strategies and special preparation for transfer students. In addition, the Advisement Center coordinates the retention efforts of the institution through a series of academic alerts, a coordinated probation review process and a number of intervention activities for students handled on an individual and small group basis. Finally, the Center offers credit courses in counseling and human development which are designed to provide a more appropriate sphere for students who have not been successful in past semesters or are extremely high-risk as new students.

PRESENTERS

Richard A. Kratz, Bucks County Community College
Preston Pulliams, Community College of Philadelphia
John Hariston, Community College of Philadelphia
Dolores Hill, Community College of Philadelphia
Sharon Gavin, Northampton County Community College

SESSION 2

THE PHILOSOPHICAL ROLE OF ADVISING IN THE ACCESS/QUALITY PARADOX

Dr. Charles M. Quinn
Vice President for Student Services
Community College of Beaver County

While there is some concern about the open-door admissions policy, this access must be maintained as it is the cornerstone of community college philosophy. It is necessary to continue such a policy by the community colleges since they offer the only constant, viable higher education opportunity for all residents of the community. The qualifier for this policy is that students should be aware that the open-door opportunity is for all, but not necessarily an open promise of automatic fulfillment for all who attend.

Within the context of this commitment to an open-door policy, there must be equal commitment to the maintenance of academic integrity (i.e.; quality control). This can be accomplished through; (1) placement and/or diagnostic test for all incoming students particularly in the fields of English and math, (2) establishing pre-requisites for specialized programs and courses. This will ensure high academic standards and prevent any appearance of academic compromise.

The position of the academic advisor in the admission/advising/registration process means that the advisor must often be the individual who forces the students to face deficits in their preparation for college. This problem may be compounded by parental expectations that the student is prepared for college. In the advising of adult students, the advisor must also face the students need to support a family while becoming marketable as quickly as possible. In this position, most advisors cope with the students exasperation by initially allowing the student to articulate their frustration or even anger. Other students come to the advising interview with a sense of need for developmental work and a desire to move on as quickly as possible. In either case, the advisor is able to offer the student coursework at the appropriate level. The advisor can also offer institutional statistics on the failure rate of students who do not begin at an appropriate level.

At this initial interview, advisors also find that students are often unclear about their career objectives. Other students are adamantly committed to a program of study, but do not have the academic or personal skills to approach that type of career. At this juncture, the advisor may begin to address this conflict, but also frequently refer students to a career counselor to clarify their goals before declaring a major.

At this initial advising interview, the advisor may also face the anger and frustration that many students have already acquired in the secondary schools. With the older student, the anger may also extend to the loss or lack of employment opportunities and the frustration and embarrassment of

public assistance programs. Here, the advisor most often plays the role of the advocate in explaining the complications of the college itself, but the advisor may also work with the financial aid office or outside agencies to ensure that the students comply with these agencies.

With both the ill-prepared students, as well as those fully prepared for college-level work, the advisor uses this first interview to emphasize that the community college has provided the opportunity for all students to begin at the appropriate level, but the students must use the opportunity to full advantage.

A parallel situation exists as advisors call in students for probation interviews. At the Allegheny Campus, the Advising Center has given priority to the students with QPAs between 1.50 and 1.99. The advisors call these students in during the early part of the term to ascertain if they are in the correct sequencing of courses. Secondly, the advisors work with the students to determine if excess class absences or excessive working hours are a problem. For other students, the advisor must again emphasize that performance in the classroom does require systematic and consistent work over the term. Advisors often work with students to better manage their time even if that means adjusting their working hours or reducing their course load.

Again, as classroom teachers, the advisors can reiterate the expectations of the teaching faculty.

In the best possible scenario, the advisor begins as the students' advocate, but also moves responsibility to the students as they are able to assume it. This shifting of responsibility does not preclude the students from, again, relying on the advisors recommendations or help, but prepares the students to face larger institutions or the search for employment in a very competitive job market.

PRESENTERS

Frances K. Dice, Community College of Allegheny County
Scott F. Ensworth, Community College of Beaver County
Michael J. Macon, Community College of Beaver County

SESSION 3

COMPUTER SUPPORT FOR THE ADVISING FUNCTION

Dr. Ross Ann Craig, Dean of Students
Delaware County County Community College

Dr. William J. Martin, Dean of Student Services
Williamsport Area Community College

Computerized student information systems are most important in the ability of an institution to provide advising and registration support for students in a complete and timely fashion. Computerized support systems for student information in two Pennsylvania community colleges are described. Delaware County Community discussed and demonstrated the Degree Edit System at that college. Williamsport Area Community College discussed and demonstrated their on-line computer support for student information at Williamsport.

THE DEGREE EDIT SYSTEM AT DELAWARE COUNTY COMMUNITY COLLEGE

Delaware County Community College, which presently enrolls 8,000 students, has been using the degree edit on a regular basis since Winter, 1981. It is used in two major ways--as an advisement tool and as an audit for graduation.

There is an option in the system to allow degree edits to be run with only completed courses or with both registered and completed courses. Special situations such as course substitution for an individual student can be handled by the system.

About the fourth week of each semester, the degree edit is run in batch mode for all enrolled students. One copy is mailed to each student along with registration information. Another copy is sent to each student's advisor. Students see their advisors and then turn in their registration cards to the Records Office. The degree edit has worked so well that the college allows certain groups of students (such as evening students) to self-advise if they choose using their degree edit. Degree edits are also used to advise students who previously attended the College and are not now enrolled, but plan to re-enroll in a given semester.

In the middle of each semester, degree edits are run for students who have applied for graduation. These are checked by advisors and department deans. Students are informed about their graduation status. Another degree edit is run right after grading so that a final check can be performed before graduation.

Degree edit is an on-line program. This allows the college to give students updated advisement information immediately. When a student's major is changed, courses are transferred into the College or academic records are

change in any way, the student can immediately see how these changes affect progress toward his/her degree. Using the on-line system, a degree edit can be run for a student for any major in the College regardless of the student's major.

Various messages can be printed for a student. If more than half of a student's courses do not apply to his/her major, then the message "See advisor about major" appears. If a student is eligible to graduate, the message "You may apply for graduation" appears. A student who already has one degree and is seeking another will have their first degree listed. Messages tell students when they have partially completed a requirement or exceeded the number of credits needed for a particular requirement.

Instructions For the Degree Edit

A Graduation Audit has traditionally been a manual process performed by the Records Office just prior to granting degrees. The advisement process has also usually involved a manual process of finding courses on a transcript and checking them off on an audit sheet. The degree edit has greatly simplified both of these processes.

Degree edit contains a student's academic record programmed to fit into a set of requirements according to his/her major program. Using the catalog requirements for the Liberal Arts curriculum, the following degree edit example can easily be followed from the comparison of the catalog and degree edit (See Figure I).

Degree edit is broken down into areas depending upon the disciplines required in the curriculum. The first area, Composition, has two requirements, ENG 111 and ENG 112. The student has taken ENG 111 so this course is automatically placed in the slot of "Courses Taken in this Area," which also meets the first requirement of the catalog. ENG 112 has not been taken so this is slotted under "Remaining Requirements in this Area." The next area, Humanities, requires electives rather than a specific course number, so a "Select" statement is used. As can be seen, twelve hours are required and the student has taken two electives for six hours, but the "Select" statement under "Remaining Requirement in this Area" **has not changed**, except for the fact **than an "*" now appears**. Degree edit will not subtract total hours from hours taken, so the "*" is used to signify that "This Requirement is Partially Satisfied." Everytime the student takes a course which is required in his/her curriculum, another slot is filled, until the sections, "Remaining Requirements in the Area" are all blank.

Below the required courses area is a section called "Courses not Applicable to Degree Program." This column contains those courses which cannot be applied to a specific degree program, such as "Withdrawal, Failing Grade, Courses below 100 Level, Repeated Courses, etc." When a student repeats a course, additional credit will not be given but the highest grade will calculate in the index.

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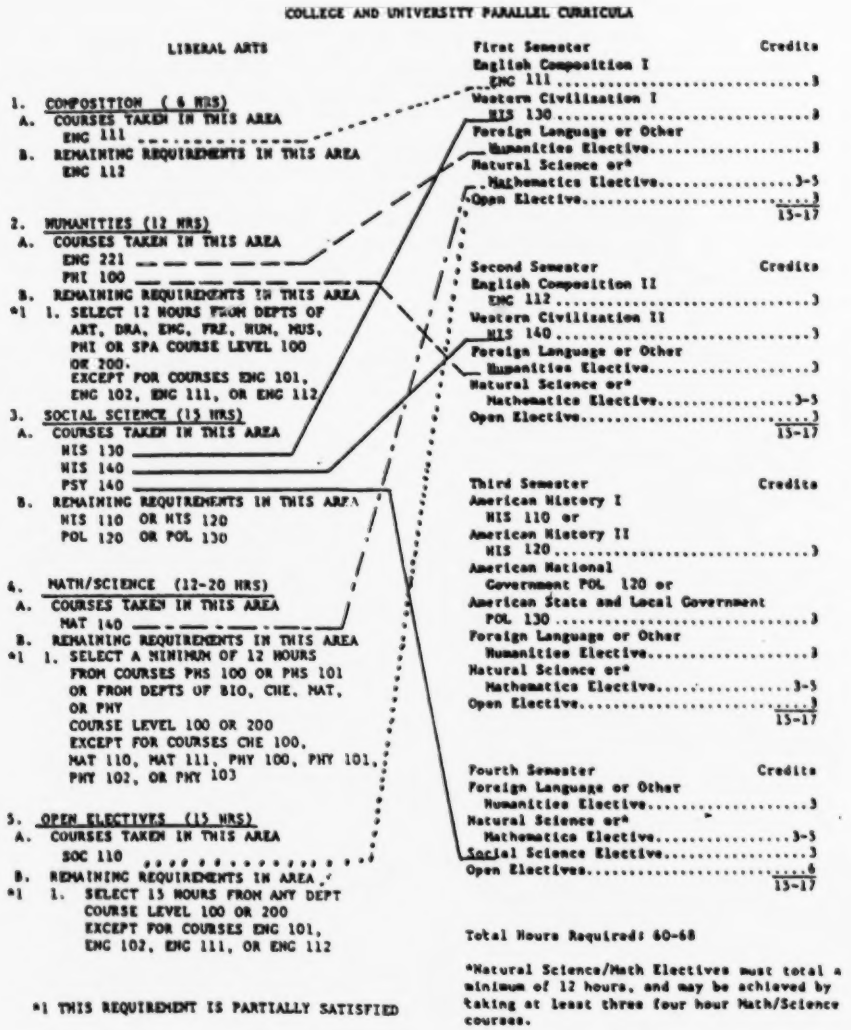
Degree edit also contains biographical and test score information at the bottom of the page to assist the advisor.

Figure I


COLLEGE AND UNIVERSITY PARALLEL CURRICULA
LIBERAL ARTS
1. COMPOSITION (6 HRS)
A. COURSES TAKEN IN THIS AREA
ENG 111
B. REMAINING REQUIREMENTS IN THIS AREA
ENG 112
2. HUMANITIES (12 HRS)
A. COURSES TAKEN IN THIS AREA
ENG 221
PHI 100
B. REMAINING REQUIREMENTS IN THIS AREA
*1 1. SELECT 12 HOURS FROM DEPTS OF ART, DRA, ENG, FRE, HUM, MUS, PHI OR SPA COURSE LEVEL 100 OR 200. EXCEPT FOR COURSES ENG 101, ENG 102, ENG 111, OR ENG 112
3. SOCIAL SCIENCE (15 HRS)
A. COURSES TAKEN IN THIS AREA
HIS 130
HIS 140
PSY 140
B. REMAINING REQUIREMENTS IN THIS AREA
HIS 110 OR HIS 120
POL 120 OR POL 130
4. MATH/SCIENCE (12-20 HRS)
A. COURSES TAKEN IN THIS AREA
MAT 140
B. REMAINING REQUIREMENTS IN THIS AREA
*1 1. SELECT A MINIMUM OF 12 HOURS FROM COURSES PHS 100 OR PHS 101 OR FROM DEPTS OF BIO, CHE, MAT, OR PHY COURSE LEVEL 100 OR 200 EXCEPT FOR COURSES CHE 100, MAT 110, MAT 111, PHY 100, PHY 101, PHY 102, OR PHY 103
5. OPEN ELECTIVES (15 HRS)
A. COURSES TAKEN IN THIS AREA
SOC 110
B. REMAINING REQUIREMENTS IN AREA
*1 1. SELECT 15 HOURS FROM ANY DEPT COURSE LEVEL 100 OR 200 EXCEPT FOR COURSES ENG 101, ENG 102, ENG 111, OR ENG 112
*1 THIS REQUIREMENT IS PARTIALLY SATISFIED
First Semester Credits
English Composition I ENG 111 3
Western Civilization I HIS 130 3
Foreign Language or Other Humanities Elective 3
Natural Science or* Mathematics Elective 3-5
Open Elective 3
15-17
Second Semester Credits
English Composition II ENG 112 3
Western Civilization II HIS 140 3
Foreign Language or Other Humanities Elective 3
Natural Science or* Mathematics Elective 3-5
Open Elective 3
15-17
Third Semester Credits
American History I HIS 110 or American History II HIS 120 3
American National Government POL 120 or American State and Local Government POL 130 3
Foreign Language or Other Humanities Elective 3
Natural Science or* Mathematics Elective 3-5
Open Elective 3
15-17
Fourth Semester Credits
Foreign Language or Other Humanities Elective 3
Natural Science or* Mathematics Elective 3-5
Social Science Elective 3
Open Electives 6
15-17
Total Hours Required: 60-68
*Natural Science/Math Electives must total a minimum of 12 hours, and may be achieved by taking at least three four hour Math/Science courses.

Students are sometimes undecided about their career goals which causes numerous changes of curriculum and advisor. As a consequence, students often take courses from various curricula causing problems in the pursuit of specific curriculum. Degree edit will alleviate this problem by providing a clear picture of a student's major requirements in any curriculum he/she chooses. Also, degree edit will reduce the time-consuming process of his/her final Graduation Audit.

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WILLIAMSPORT AREA COMMUNITY COLLEGE

While the Williamsport Area Community College is in the process of developing a degree audit function, it already has in place a number of computer-assisted elements for student information. Most of these systems are designed to provide advisors with information necessary in the scheduling function. These include access to on-line scheduling, class capacity, class rosters and a process for tracking enrollments in each of the college's academic programs. Computer support has also been applied to the retention program at Williamsport. Information is available on-line to college personnel concerning students who receive midterm deficiencies, find themselves on academic probation or encounter difficulties in registering for classes. In addition, nontraditional and disadvantaged students are tracked through a Title III supported system designed to give college officials access to academic and prescriptive information about these students.

Scheduling

Through terminals located in division offices, advisors are able to secure updated schedule and transcript information about their advisees. As a part of the scheduling process, this information can be used in an on-line method from a central arena area as well as from several remote sites on campus. Students' schedules can be prepared in hard copy and then loaded by operators or loaded directly on the screen by an advisor or division personnel. Updated class capacity screen informs the scheduler of vacant seats and, in cases where classes are full, suggests alternative sections. Williamsport is in the process of decentralizing the schedule loading function, a process which it is felt will result in more individualized student attention. However, a rather substantial staff development effort will be required in order to make this decentralization a reality.

Retention System

By policy the college reports the midterm progress of each student. A midterm grade report is forwarded to each individual and is available for advisors on terminal screens. The report issues a pass, deficient or failing grade to each student and the combination of Ps, Ds and Fs generates an appropriate message and prescription for the individuals circumstances.

Students on academic probation are listed in a screen available in various college offices such as Financial Aid, the Advisement and Career Services Center and Developmental Studies. This screen contains information about the faculty-developed prescriptions for all students who fail to make satisfactory academic progress and are, therefore, on probation. These offices are responsible for the retention activities associated with probationary students and, therefore, have on-line access to the prescriptions and can insert comments as the students are processed.

Disadvantaged and Nontraditional Tracking System

A Title III project enabled the college to develop files on each disadvantaged or nontraditional student. Over thirty criteria were

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developed to define disadvantaging or nontraditional conditions and identify computer-supported remedial process associated with remediation of, or support for, students in these circumstances. For example, students who have been required to take developmental course work can be tracked to ensure that the courses are scheduled and completed in an appropriate fashion. Students who are finding difficulty in one or more courses can be referred for tutoring and their activities can be logged so that advisors, counselors and tutoring center personnel can chart their progress. Attendance at remedial seminars or similar activities can also be recorded. The system allows the college to investigate a number of disadvantaging conditions and chart the affectiveness of remedial activities designed to improve the students' academic performance.

Enrollment Information

Two other systems implemented by Williamsport deal with retention as an enrollment function. The enrollment reporting system allows individuals throughout the college to have updated information on program enrollment in terms of students who have been scheduled or registered and differentiating between new and returning students. Progress in enrollment development can, therefore, be charted against appropriate budgetary goals and performances during the previous year.

A second system concerning enrollment management facilitates intervention following late registration in terms of students who have scheduled but not completed all financial arrangements in order to become registered. The screen displaces vital information about the students and allows individuals involved in the contacting of these students to record comments and make referrals to various assisting offices. The system permits a small number of individuals to be specially trained as intervention agents and to contact students over a short period of time and make appropriate referrals in order to optimize and facilitate student enrollment.

PRESENTERS

Ross Ann Craig, Delaware County Community College
Nancy McLaughlin, Delaware County Community College
Kathryn M. Marcello, Williamsport Area Community College
R. Dean Foster, Williamsport Area Community College

SESSION 4

ADVISOR STAFF DEVELOPMENT, COMPENSATION AND EVALUATION

Dr. Richard J. Robertson, Dean of Students
Butler County Community College

Among Pennsylvania's community colleges, a variety of models for the identification, training, compensation and evaluation of academic advisors exists. Logically these issues are substantially related to the type of delivery system for academic advising employed by a particular institution. As an overview, training and compensation seem to be items of relative stability within the fourteen community colleges. The concept of advisor evaluation generated substantially more interest and discussion among the conference participants and seemed to be a relatively dynamic condition among the institutions present.

Training

The mechanisms for advisor training parallel closely the type of advisement delivery system employed by each institution. Several examples will highlight the types the trainings employed among Pennsylvania's community colleges. Beaver County Community College has a centralized academic advising system that has been in existence since 1977. College counselors handle all academic advising through the institution's counseling center. As might be expected, most of the advisor training is a part of pre-service education. For example, all of Beaver's counselor advisors have a master's degree. All have undergone an employee training session which familiarizes them with the college's mission, nuances of the campus and community, and the intricacies of the college's program of study. The counselors meet and confer and assist one another with respect to the special problems of evening students, Act 101 students, the needs of special populations and drug and alcohol counseling.

At the opposite end of the advisement model continuum, Butler County Community College employs a decentralized system. At Butler, faculty members are responsible for the academic advisement process. Each department chair selects the personnel within that program area who will deliver advisement services. These individuals receive initial training prior to beginning the advisement process. Specifically, they are updated relative to the systematic nature of academic advising and kept abreast of the latest changes in their particular program. Case studies have been particularly helpful to the training personnel at Butler. These allow the advisors to develop a facility for problem identification and remedial prescription based upon real life situations.

A third training system is demonstrated at the Williamsport Area Community College. This Advisement Center is a combination centralized/decentralized system with counselor and specially selected and trained faculty members handling advisement duties for first-time freshmen

and all faculty members and counselors undertaking ongoing advisement duty when the first scheduling session has been completed. Like Butler, Williamsport concentrates more on faculty training than on upgrading counselor skills. The faculty members who assist with new students are called "special advisors". They have undergone training in the mechanics of the advisement process, scheduling logistics, institutional systems and protocol, and resources for students. Williamsport attempts to adopt a student development approach wherever possible in dealing with new students. The faculty in general have undergone training on a voluntary basis with regard to academic advising. Williamsport has an Advisement Center manual which serves as an advisor resource and publishes a monthly newsletter that discusses advising and is sent to all faculty members.

Compensation

Like the training system, compensation mechanisms differ according to the way in which advisement services are delivered to the students. While the literature says that some reward is essential, many of the community colleges in Pennsylvania report that no special faculty incentives are included in the advisement process. In centralized systems, such as Beaver, the advisement is a function of the counseling center and, consequently, advisor compensation is a part of the normal counselor contract.

In decentralized systems, such as Butler, those faculty members assigned as advisors are compensated at the rate of $13 per hour. A similar situation exists in Williamsport. Those individuals identified as "special advisors", who operate as a part of the new student intake process, are compensated at the rate of $13 an hour for their labors. Returning student advisement is considered to be a part of the faculty contract and is uncompensated. By negotiated agreement, faculty members must maintain office hours for students and advisees and this is considered a part of the routine faculty duties.

The pattern among the fourteen community colleges in Pennsylvania dictates that, as is the case in Williamsport, when advisement is a part of the normal routine faculty responsibility in a decentralized mechanism for delivery, it is not compensated. When faculty members are hired specifically for the purpose of advisement on a departmental basis or for specific responsibilities with certain groups of students, then compensation is made. Finally, in centralized systems, compensation is a part of a counselor or paraprofessional's contract and advisement makes up all or a substantial of that person's job duties.

Evaluation

The evaluation of academic advising is a process that is in its infancy among Pennsylvania community colleges, but is reflective of a great deal of current interest. None of the colleges involved in the conference reported systematic ongoing evaluation systems for their academic advisor. In centralized systems where advisement delivery was handled by counselors, employee evaluation was de facto an evaluation of academic advising. However, no special instruments or processes associated with the evaluation of advising services were employed.

In most cases, the advisement was evaluated in an informal basis. Most of the evaluation was critical in nature and tended to focus upon bureaucratic errors such as inappropriate course scheduling. A few colleges include some general statements on academic advising as a part of their faculty evaluation system. Williamsport Area Community College is an example of such an institution.

A number of colleges favored student evaluation of academic advising. Student surveys were suggested in order to determine the quality of advisement services. This would include positive completers, as well as students who are dropping out. Elements of successful evaluation mechanisms include a commitment to evaluate not only processes associated with the advising systems, but the actual work of individual advisors and subsequent reactions of the advisees. Williamsport Area Community College undertakes a systematic evaluation of many of its advisement processes soliciting both student and faculty input regarding various mechanisms associated with the advisement and retention functions.

In order to be successful, most college representatives agree that there must be a shared perception of the faculty responsibility and student expectation relative to the advisement process. Appropriate training and support for faculty members designed to make them better advisors must be implemented and students must be informed of what services are appropriate to expect from their advisors. Consensus among the community colleges was reached regarding the concept that any evaluation system regarding academic advising must be formative and supportive in nature and offer opportunities for individuals self-improvement. Judgemental evaluation mechanisms were considered inappropriate in most cases. There was some support for advisor self-evaluation and student advisor evaluation. The positive benefit of recognition and reward for exemplary advising efforts were considered by many of the colleges to be natural extensions of the advisor evaluation system.

PRESENTERS

Rae McGrath, Butler County Community College
Judy A.Kravec, Community Collge of Beaver County
Charles M. Quinn, Community College of Beaver County
Susan M. Taylor, Community College of Beaver County

SESSION 5

THE ROLE OF ACADEMIC ADVISING IN STUDENT DEVELOPMENT

Dr. William J. Martin, Dean of Student Services
Williamsport Area Community College

Student development as an educational practice is not new. While a common theme in the student services literature for over ten years, student development traces its origin to psychological and sociological principles accepted for more than a half century. Basically, the premise of student development is a holistic plan for education that concerns the personal and social needs of the individual learner as well as the mastery of a certain field of discipline. It is a system that is humanistic and concerned with the development of the entire person. Colleges have moved in the direction of student development in both a purposeful and directionless mode. That is, some institutions have consciously adopted the student development plan while others have employed many of its precepts in the creation of a more humanistic student centered environment.

Community colleges in Pennsylvania fall primarily in the latter case. That is, most have implemented many of the concepts of student development without systematically adopting the entire philosophy. The motivations for moving in the direction of a more student centered environment are many. Colleges across the nation, including Pennsylvania's fourteen community colleges, face the bleak prospect of a declining pool of traditional students. They have become increasingly concerned with problems of retention as a mechanism for generating sufficient enrollments. These colleges, like so many others, have employed concepts of student development to address the growing gap between the preparation of incoming students and the ability levels necessary to perform college work. This hard demographic fact can be expected to expand its influence on Pennsylvania's community colleges for the remainder of the century. Finally, student development fits well with the fashionable marketing practices employed in so many colleges and with the nationwide concern among service providers to attend more to the needs of their clients.

The student development practices uncovered among Pennsylvania's community colleges can essentially be broken into three distinct areas; academic development, personal development and career development, each of which is discussed below.

Academic Development

Most of the student development practices uncovered among Pennsylvania's community colleges fell within the category of academic development. This is perhaps appropriate given the relative youth of the fourteen institutions and the reasonableness of addressing development issues most in line with the institutions' academic mission. All colleges agree that the concept requires an integrated approach. That is, proper academic develop must be a campus-wide initiative involving virtually all

service providers within the academic, student services and administrative areas of the campus. Most of the processes associated with academic development entail more custodial practices that ensure that students are better able to cope with academic bureaucracies. Most have taken steps to ensure that students are properly scheduled and that their course of study best fits their individual needs. Most of the colleges provide special activities for students on academic probation. The advisor is expected to play a pivotal role in these processes.

Tutoring is a highly emphasized supplementary activity within most of the community colleges and several have provided special service programs to high-risk students. Recently, some of the colleges have offered the services of academic advisors to part-time students. This requires special training so that the advisors are in a better position to deal with the special needs of the part-time learner. The advisors are also playing an increased role in the intake and assessment of new students, a process that, when focused on the individual needs and abilities, can enhance that person's potential for success.

Some colleges have even moved to pre-admissions counseling in order to assist students in the selection of their program. Williamsport Area Community College has implemented this practice with students who apply to the institution during their junior year of high school. Special academic and career services are provided to a number of publics through vocational education funds available under the Carl Perkins Act. Specifically, most colleges boast one or more programs serving eligible populations including economically or educationally disadvantaged persons, high school dropouts, individuals with handicapping conditions, or single parents. In addition, one program addresses the needs of career exploration in nontraditional occupations.

To facilitate matriculation, Northampton Community College has a summer opportunity program lasting six weeks during which the students take developmental courses as well as a counseling component. Many of the colleges' Act 101 Programs commonly have summer components. None of the College surveyed have instituted credit offering in college survival skills such as University 101 at the University of South Carolina. Many have pre-collegiate programs for nontraditional students and improved summer orientation programs for high school graduates and their parents.

Williamsport Area Community College has instituted a coping with college component through its student development plan. Through this process, counselors from the Advisement and Career Service Center offer classes that cover college procedures and student resources for academic remediation to the students in each academic program.

Two basic themes emerge in the discussion of academic development. The first concerns developmental studies. There was universal agreement among the colleges that developmental courses play an enormous role in each college's academic development program. Most of the institutions have ongoing programs which are designed to better articulate developmental courses with entry level offerings in math and communications.

A second point of agreement concerns the reform movement popularized in the many recent reports on higher education. All colleges feel the pressure to improve the academic performance of their students in response to the call for higher standards. Most colleges see the way to address this issue through the traditional means of better assessment, improved academic intervention and more appropriate remedial strategies.

Personal Development

For a number of reasons, Pennsylvania's community colleges have attended less to the matters of personal development than any other aspect within the student development area. Most colleges that seek to impact a student's personal life have full-time residency programs which facilitate activities during off-hours. Pennsylvania's community colleges have no associated residency programs and, therefore, little access to students during off-hours. All face the difficulty of holding students beyond the bare academic time requirements. The problem is exaggerated by the fact that age profiles among community colleges differ markedly from their four-year counterparts. Many of Pennsylvania's institutions report age profiles with means approaching thirty. Such individuals have established demanding lives beyond the campus and seek personal development from activities outside of the college.

An exception to this general direction can be found among special needs populations. Fueled by vocational education funding, many programs established among Pennsylvania's community colleges do an excellent job of meeting the needs of special disadvantaged populations. These include activities of personal development presumably not required by the college population in general. While the goal of many of these programs is eventual matriculation, thus applying an academic flavor to their services, most include training in such personal development areas as values clarification, goal setting, time management or communication.

Westmoreland Community College is currently experimenting with a student activities transcript which would document this important dimension of a student's college experience. This college views student activities as an important developmental component. Beaver County Community College has an active support club for older students and the club serves as a vehicle for delivering services in many academic support areas. The club also functions to provide a supportive peer group for college-shy, nontraditional students. Williamsport Area Community College is planning to incorporate training in leadership, creativity, and problem-solving into a development plan for its academically successful students. Such training would be delivered by a team of counselors and faculty personal representing the college's six divisions.

However, most of the personal development activity on Pennsylvania's community college campuses concerns sensitizing academic advisors to an expanded role that include more than student program and course selection. Most of the colleges report staff development activities and training program, ongoing newsletters and other such activity, aimed at making the student's academic advisor the "significant other" on campus. Several colleges reported increased activities with parent and spouses reviewing the

process of attending college as a family unit decision with ramifications beyond the individual student. Enhancing the preparation of all parties from recruitment through graduation ensures a better student-institutional fit and satisfaction.

Career Development

Each of the fourteen community colleges has made a substantial investment in providing career services to enrolled students. Within occupational preparation programs, much of the career development that occurs takes place in an academic setting as students interact with instructional personal in the framework of the occupational discipline. Most of the colleges agree that this interaction, if positive, far transcends the value of special career services delivered through student services areas on college campuses.

Luzerne County Community College employs a career assessment center open to all prospective and current students who require assistance in selecting an appropriate career choice. Employing the services of this center is required before students can change from one academic program to another. Williamsport Area Community College delivers competencies in such employment search strategies as resume writing, interviewing skills, and completing applications to all students through its Advisement and Career Services Center. Other colleges which focus more on transfer programs offer specific assistance in this and emphasize articulation agreements with four-year institutions.

Most of the college's agree that one student population segment has been difficult to involve in career development activities. Specifically, part-time evening students have been notoriously evasive when such services were offered. It was agreed that when offered in affirmative fashion through classroom visits and other similar activities, the part-time student had an increased probability of participation. All of the colleges agreed that to simply extend office hours to evening populations was not enough.

Because of the occupational nature of many of the programs offered at each of the colleges, placement issues were perceived to be extremely important indicators of program quality and success. All of the colleges emphasized their placement services and looked to each year's placement report as a major indicator of program success or difficulty.

Other Issues Concerning Student Development

In a general nature, the consideration of the student development practices among Pennsylvania's fourteen community colleges surfaced several issues that transcend the previously employed taxonomic scheme. Some of the colleges perceived that accountability was an increasingly important issue among community colleges. The use of a student development transcript that would demonstrate the success of student development activities was perceived to be an important issue in an era of fiscal prudence and potential service reduction. However, all colleges found it difficult to measure in quantitative terms the results of a student development program. Some have proposed exit examination and one college, Luzerne County

Community College, will implement a required writing competency exam in Fall, 1987. Williamsport Area Community College has relied more on indices of student satisfaction. Participating for several years in UCLA's Cooperative Institutional Research Profile has enabled Williamsport to secure information about the needs and wants of its incoming freshmen class on an annual basis. In addition, the College also measures the satisfaction of graduates each year with many of the College's services.

With limited resources and increasingly limited access to commuter populations, most of the colleges agree that student development services are most importantly employed to ease transition periods in the student's life. That is, development activities should be most available and intensive during time frames when student tension is the highest due to the stress of making major life adjustments. Such points include orientation and matriculation, graduation, career or program changes, and times when a student encounters substantial academic difficulty. Thus, the development activity incorporates the most substantial intervention strategies to parallel the periods of potentially greatest uncertainty for the student population.

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